

2003-2004 Consolidated Application For Funding Categorical Aid Programs

PART I - INSTRUCTIONS

Part I of the *Consolidated Application for Funding Categorical Aid Programs, Fiscal Year 2003-2004*, collects information related to LEAs intention to participate in 2003-2004 consolidated programs, legal assurances of compliance as required by state and federal statute, and other required program participation information. The Consolidated Application will be submitted electronically. Page 1, with the original signatures, must be maintained on file in the district office. Certification of this signature is included in Page 1 of CADS. The Consolidated Application Data System for Part I can be found at <<http://www.cde.ca.gov/ccpdiv>>. The installation program is called CADS0304-IN.EXE.

Part I is due to the California Department of Education by June 30, 2003.

Pages 1: Cover Page and Signatures

Page 1 declares the agency's intent to apply for 2003-2004 funding of Consolidated Categorical Aid Programs. Information supplied on this page includes the applicant Local Education Agency's (LEA) name and county-district (CD) code as listed in the *California Public School Directory*, the contact person identified in the 2002-2003 Part II submission.

Legal status of agency: Select one of the following:

- | | |
|------------------------------------|---|
| <i>School District:</i> | If the LEA is a single school district or |
| <i>County Office of Education:</i> | If the LEA is a county office of education or |
| <i>Direct Funded Charter:</i> | If the LEA is a Charter school or district |

Date of approval by local governing board: Enter the date of the meeting at which the LEA's board of trustees reviewed and approved this application. If the board will not approve the application until after the required submission date, you must wait until after the board meeting to submit your application.

Advisory Committee Signatures: District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) chairpersons, and date: Signatures of the current or past DAC and DELAC chairpersons (if new elections have not been completed for 2003-2004) indicate that these committees have read, discussed, and had the opportunity to provide advice on the application being submitted, and the applicable legal assurances. If an advisory committee refuses to sign, then the LEA must click on the Comments button and provide a description and the date(s) of the opportunity to advise.

DAC/DELAC Committee Signature Requirements:

DAC If Economic Impact Aid (EIA) funds are allocated to State Compensatory Education (SCE) or alternative programs, the district must elect a District Advisory Committee (DAC) and obtain this signature from the chairperson. Check (✓) N/A box if not applicable. Check (✓) Committee refused to sign box, if applicable.

DELAC If the district enrolls more than 50 English learners, the district must establish a District English Learner Advisory Committee (DELAC) and obtain this signature from the chairperson. Check (✓) N/A box if not applicable. Check (✓) Committee refused to sign box, if applicable.

Signature of authorized representative, title, date: Secure the signature of the LEA superintendent or designee to certify that all applicable state and federal rules and regulations will be observed, that all assurances will be adhered to, and that the use of all funds will be subject to review and/or audit according to standards and criteria of CDE's current Coordinated Compliance Review Training Guide and the Standards and Procedures for Audits of California K-12 Local Education Agencies which is used by certified public accounting (CPA) firms that audit LEAs.

NOTE: Copies of the Coordinated Compliance Review Training Guide were provided at CCR Institutes conducted by the Department of Education in the fall of 2002. For information on how to order additional copies, contact the Publications Office at (916) 445-7608.

Page 2: Participation in 2003-2004 Consolidated Programs

Page 2 declares that the LEA, authorized by the local governing board, is applying for specified categorical aid funds.

Select "Yes" in the appropriate box for each categorical program in which the LEA requests participation during 2003-2004 and for which it wishes to receive initial apportionments. For the first time, the County Offices of Education (COEs) will be allowed to receive Title I, Part A Basic Grant funds. In the past, the only Title I funds that COEs have received were Title I Part A and Part D, Neglected or Delinquent funds. In order to receive the actual funds, the COEs will have to indicate participation under "Title I, Part A Basic Grant".

Note: Approval for new or additional Miller-Unruh funding will be mailed to you under separate cover.

TITLE III INSTRUCTIONS: all LEAs that qualify for a direct-funded LEP student program formula subgrant under Title III are asked to accept or decline their grant for the 2003-2004 school year by checking the "YES" or "NO" box. A direct-funded subgrant is defined as a subgrant of \$10,000 or more.

To determine the estimated amount of your LEA's Title III subgrant for LEP students, go to the CDE's Title III Web page at <<http://www.cde.ca.gov/el/title3/scheduledlep2003-04.html>>.

The "NOT ELIGIBLE" box is checked in cases where (1) the LEA did not report the enrollment of one or more LEP students on the Spring 2002, R-30 Language Census or (2) the LEA reported the enrollment of one or more LEP students but the resulting Title III formula subgrant is calculated to be an amount less than \$10,000. Pursuant Title III statute, these LEAs must apply for Title III funds as part of a consortium. Consortia applications are not transacted via the Consolidated Application. For more information on Consortia applications please go to <<http://www.cde.ca.gov/el/title3/consortialeappl.RTF>>.

Title III has a separate funding strand for eligible immigrant students. Applications for Immigrant Education are handled outside of the Consolidated Application process. Additional information is available at <<http://www.cde.ca.gov/el/title3/rfaimm.html>>.

Page 3: 2003 – 2004 Miller-Unruh

Page 3 declares that the LEA is either (1) continuing, (2) discontinuing, and/or (3) requesting new Miller-Unruh (M-U) position(s), for the 2003-2004 school year.

LEAs receiving M-U funds are required to co-fund with local general funds to meet the balance of the positions' costs. If School Improvement Program (SIP), Title 1 or Economic Impact Aid/State Compensatory Education (EIA) funds are to be used to co-fund the positions, a waiver and/or letter of intent must be filed with the CDE.

Use of Title 1, SIP or EIA Funds to Co-Fund Miller-Unruh Positions:

LEAs requesting Title 1 or EIA/SCE funds to co-fund M-U positions must submit a letter to Delia Marmosh, Education Consultant, Specialized Programs Division, P.O. Box 944272, Sacramento, CA 94244-2720. Her phone number is 916-319-0388, and e-mail is <dmarmosh@cde.ca.gov>.

LEAs requesting SIP funds for the co-funding must submit a waiver to SBE. Contact Judy Pinegar, Administrator, Waiver Office. Her phone number is 916-319-0591, and e-mail is <jpinegar@cde.ca.gov>.

SBCP LEAs using Title 1 funds do not need to send a letter to Delia Marmosh. SBCP LEAs using SIP or EIA/SCE funds to co-fund must submit a waiver to SBE.

Miller-Unruh Positions:

Line 1: Enter total number of currently allocated M-U positions.

Line 2: Enter total number of **current** positions LEA will use in 2003-2004.

Line 3: Number of positions to be discontinued. Subtract line 2 from line 1. This number may not exceed the total number of allocated positions as shown on line 1. Any unused M-U positions assigned to a LEA will be reassigned to other LEAs that have requested such positions (EC 54140(a)).

For any questions regarding MU positions, contact Pamela Routhier, Analyst, at 916-327-4408, e-mail <prouthie@cde.ca.gov>.

NOTE: LEAs may appoint a teacher to a M-U reading position if the teacher holds either (1) Multiple Subject Teaching, (2) Standard Elementary Teaching Credential, or (3) General Elementary Teaching Credential **and** has met one or more of the following requirements (1) Reading Specialist Credential, and/or (2) Reading Certificate; and/or (3) waiver from the Commission on Teacher Credentialing (CTC).

The CTC issues teacher waiver for one year. Contact CTC at 916-323-7136, <<http://www.ctc.ca.gov>>.

Page 4: NCLB Certification of Participation of Students Enrolled in Private Nonprofit Schools

Page 4 either certifies that there are no private schools in the district, or certifies that the private schools listed were contacted and chose to participate in Title I, Part A; Title II, Part A or D; Title III, Part A; Title IV, Part A; or Title V, Part A (Innovative Strategies).

Nonprofit private schools that have an affidavit on file and have six or more students are listed on this page. Local Educational Agencies (LEAs) are responsible for contacting the private schools that are located within the LEA's attendance area including private schools with less than six students enrolled, and also any schools that the LEA would have reason to believe may have students enrolled that reside within the LEA. Records should be kept which include dates of contact, persons contacted, and the results of such contacts. The LEA may opt to use a form letter created by the LEA or a similar device to establish this contact. Records must be kept on file at the LEA.

Block A: **This section is to be completed by each LEA.** Select the box if there are no private schools. Again, the LEA must keep on file the list of private schools that were contacted and chose not to participate in the programs listed above.

Block B: Columns A through H:

This section is to be completed by each LEA. Preprinted for your information in Column A is each school's name and seven digit school code. Column B is school October 2002 enrollment.

In columns (C) through (H), select those programs in which the school will participate.

Note: Private non-profit schools are eligible to benefit from an equitable amount of professional development funding only if the LEA budgets Title II, Part A funds for professional development.

Pages 5 and 6: 2003 - 2004 Compensatory Education (Title I & EIA/SCE) Ranking Decisions - General Information

Page 5 is to identify options used in ranking schools to determine eligibility for participation in a compensatory education program (both Title I, Part A and EIA-SCE programs). The purpose of page 6 is to rank schools for compensatory education funding/services.

Districts not Required to Determine Eligibility and Rank Schools

An LEA with an enrollment of less than 1,000 or with only one school per gradespan is not required to rank its school attendance areas. It will still be necessary to complete Page 6 to identify which school(s) will be funded with Title I, Part A funds (Column H) and EIA-SCE funds (Column J).

Identifying Schools Eligible for Title I, Part A

Title I, Part A schools must have high concentrations of children from low-income families. The district must select the poverty measure it will use in making this determination. The following low-income measures are available: the number of children in families receiving assistance under the CalWORKs program; eligibility for Free and Reduced-Price Lunch programs; most recent Census data; the number of children eligible to receive medical assistance under the Medicaid program; or a composite of the above.

The district is to identify school attendance areas having the highest concentration of children from low-income families as eligible. This is to be done by comparing the percentage of children from low-income families to the districtwide average of such children and selecting those schools that are above the districtwide average of such children.

If Title I, Part A funds are insufficient to provide services in all eligible attendance areas, the district ranks its attendance areas by their percentage of children from low-income families.

Variations of Pages 5 & 6

There are four variations of this page for each district. LEAs may choose to develop a ranking procedure that uses a composite of low-income indicators. If this choice is made, **the LEA must include, in the comments box, a description of the composite listing its schools in rank order.** For additional information concerning this procedure, refer to the *Handbook for Selecting and Serving Compensatory Education Schools*.

The data used for the four versions of the pages reflect information submitted by the district to the county in the prior October 2002 Survey of CalWORKS and the Free and Reduced-Price Lunch counts.

Each variation uses one of the following combinations to rank schools:

CalWORKs data by districtwide.
CalWORKs data by gradespan
Free and Reduced-Price Lunch data by districtwide
Free and Reduced-Price Lunch data by gradespan

The district must use the same low-income measure for determining eligibility in Part I as it does in Part II for allocating funds for Title I, Part A.

Page 5: 2003-2004 Compensatory Education (Title I & SCE) Ranking Decisions

BLOCK A: TITLE I RANKING

Box 1: Low-Income Measure used in Title I Ranking

The five options that the district may use for a poverty measure are described below:

CalWORKs: Select this option if the low-income measure used for ranking is the percent of students receiving CalWORKs. Two options of ranking orders (districtwide and gradespan) are available based on CalWORKs information.

Free and Reduced-Price Lunch: Select this option if the low-income measure used for ranking is the percent of students eligible to receive free or reduced-price lunches. Two options of ranking orders (districtwide and gradespan) are available based on free or reduced-price lunch counts.

Poverty Count from the most recent Census Data: Select this option if the low-income measure used for ranking is the percent of children ages 5 through 17 in poverty counted in the most recent census approved by the Secretary of Education.

Eligibility for Medicaid: Select this option if the low-income measure used for ranking is the percent of children eligible to receive medical assistance under the Medicaid program.

Composite of above: Select this option if a composite of two or more of the above measures is used and provide a description of the composite used in the comment section.

Box 2: Ranking Order and Poverty Rate Options (Based on A1 decision)

Districtwide poverty rate calculation:

If the district decides to rank schools districtwide in order to determine eligibility, select the *Districtwide* option.

Lines “a” and “b” reflect data, which are used to calculate the district poverty rate (see line “c”). Schools at or above the district's poverty rate are eligible for Title I, Part A services.

Gradespan poverty rate calculations:

If the district chooses to rank schools according to gradespan in order to determine eligibility, select the *Gradespan option*. Also indicate which grade levels each gradespan includes in the "Grades" column.

The gradespan poverty rate is calculated by dividing the gradespan low-income total by the gradespan enrollment. Schools at or above the gradespan poverty rate are eligible schools. **Note:** Schools above 75% poverty must be served **prior** to any school with a lower poverty rate **regardless of gradespan**.

If any school-level data have changed (additions, deletions, enrollment, CalWORKs, or free and reduced lunch data, etc.), and the district has altered data, the poverty rate will be automatically recalculated in Box 2 for whichever ranking order is used (i.e., Districtwide or Gradespan).

Note: If the district chooses to create a composite ranking, a poverty rate must be calculated and completed for the ranking option. A description must be included in the comment section for this page.

Box 3: Ranking Exceptions

Flexibility in Ranking and Selecting Title I Attendance Areas

School attendance areas at or above the district's poverty rate are eligible for Title I, Part A services. In certain circumstances, the district may take advantage of special opportunities for extra flexibility. Refer to the *NCLB, Title I, Part A, Section 1113* for additional information.

- a. 35% low income.** A district may designate as eligible any school attendance area in which at least 35% of the students are from low-income families. When using this rule, schools must be served in rank order, and the allocation per low income student must be of sufficient size to provide a reasonable expectation of success.
- b. Public School Poverty Rate above District Poverty Rate.** A district may designate a school that serves an ineligible school attendance area as an eligible school if the proportion of children in enrollment in that school from low-income families is equal to the proportion of children from low-income families in an eligible school attendance area. A continuation high school could be served under this exception, as could a magnet school.
- c. Skipping an eligible school.** A district may skip eligible school attendance areas that have higher proportions of children from low-income families if the children in those attendance areas are receiving, from non-federal funds, services of the same type at a funding level equal to that which would have been received from Title I, Part A funds. For example, a school served by EIA-SCE funds could be skipped if the SCE funds were equal to the allocation that would have been made under Title I. If a "skipped" school is served by any state or local program other than EIA-SCE, please click on the comments box and describe these services.
- d. Desegregation Waiver or Eligibility Waiver.** If a district is operating a State or court-ordered desegregation program, the district may request a waiver from the US Department of Education to allow the district to serve as eligible schools at or above 25% poverty. Or, if a district is requesting a waiver of the eligibility requirements for a school from the U.S. Department of Education. For more information on waiver procedures see appendix A of the *Handbook for Selecting and Serving Compensatory Education Schools*. **Note:** Contact the Specialized Programs Division at (916) 319-0380 for further information regarding either of these two waivers.
- e. Grandfather Provision.** NCLB allows for an additional year of funding for schools that were funded last year.
- f. Feeder Pattern.** The LEA may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school. If this exception is used, please click on the comments box and describe the calculations.

Block B: EIA-State Compensatory Education (SCE) Ranking

This section is used to indicate if the district is using EIA funds for State Compensatory Education programs, and the ranking technique used. The three alternatives are listed below:

No EIA funds used for (SCE) program: Select this option if the district does not receive EIA funds or all EIA funds are used to provide services to English Learners (also known as LEP students).

EIA-SCE ranked using Title I, Part A method: Select this option if schools are ranked for State Compensatory Education funding according to NCLB, Title I, Part A, guidelines.

EIA-SCE ranked using EIA-SCE method: Select this option if schools are ranked according to EIA-SCE guidelines (CCR, Title 5, sections 4410 through 4413). If this option is selected, click on the comments box and describe the criteria. Refer to the *Handbook for Selecting and Serving Compensatory Education Schools* for additional information.

Page 6: Compensatory Education (Title I & SCE) Ranking of Schools

Low-income measure - This is the low-income measure selected on Page 5, Box A.1.

Ranking order - This corresponds to the district's selection on Page 5, Box A.2.

Poverty rate - This information is determined by the low-income measure and ranking order option selected by the district.

Column A: Name, grade levels and school code

The name of the school, its school code and grade levels are listed in this column. If there are errors or omissions in this listing, make appropriate corrections or additions.

Column B: Gradespan group

The number **1**, **2**, or **3** in this column identifies the gradespan group for each school. These numbers have been assigned based on the information in the district's CalWORKs report and are intended as a reasonable way of dividing the schools into gradespan groups. To alter these groupings, make the appropriate changes to column B and to the Gradespan section on Page 5.

Column C: Student enrollment in attendance area

These numbers are taken from the district's CalWORKs report. Included are the numbers of children enrolled in each school plus the number in each school's attendance area that are not enrolled in public schools; e.g., those enrolled in private schools, dropouts, etc.

Note: If the district's CalWORKs report was completed according to instructions, all appropriate adjustments have been made to enrollment and CalWORKs numbers for continuation schools, magnet schools, special education programs and to accommodate intradistrict transfers.

Columns D and E: Low-income measure (Number/Percent)

The number of children from low-income families printed in Column D is based on the low-income measure selected on Page 5. Column E is the percent of children from low-income families. If the district is using some other low-income measure other than what is provided (e.g., a composite), it must apply the same poverty measure to its entire school attendance area and also revise Page 5, Box 2.

Column F: Title I Rank

Each school in the district is given a rank based on the percent of low-income students in Column E. The school with the highest poverty rate is given the rank 1, the next highest rank 2, etc.

Note: Each school with parentheses () around its ranking number is eligible for Title I services because the school is at/or above the district's or gradespan's poverty rate. Schools that have brackets [] around their ranking number are eligible because they are above 35%, though not above the district's or gradespan's poverty rate (see exception "a." on Page 5).

Note: Schools with no parentheses or brackets around their ranking number should be considered **ineligible** for Title I, Part A services.

Column G: Ranking exceptions

If a school is not eligible because it is below the district's poverty rate, an exception must be used if the district wishes to make the school eligible. Explanations of the six possible Title I ranking exceptions were provided on Page 5 previously. One of these ranking exceptions must be used

for each school that the district wishes to serve that is below the districts' poverty rate. In Column G, enter the appropriate letter of the ranking exception (Page 5, Section A, Box 3).

Column H: NCLB, Title I

Identify the school(s) that will receive Title I, Part A funds in Column H. In general, except for the six ranking exceptions, a school may **only** receive Title I, Part A funding if it is at or above either the districtwide poverty rate or the gradespan poverty rate.

Note: While any eligible school may be funded as long as it is served in rank order, the district may elect not to serve eligible schools if it determines that there are insufficient Title I, Part A funds to provide a program that would have a reasonable chance of success. When this cutoff point is determined, no schools below the cutoff may be funded.

Column I: EIA-SCE Rank

If the district indicated in Section B on Page 5 that an EIA-SCE ranking method is being used, this column must identify the rank of each school using the EIA-SCE method. Use Column I **only** if SCE funded schools are ranked according to EIA-SCE rules. Use one of the EIA-SCE ranking options explained in the *Handbook for Selecting and Serving Compensatory Education Schools*.

Note: If SCE funded schools have been ranked using state SCE ranking provisions, schools must meet one of the following criteria in order to be eligible to receive SCE funds:

- a. On a numerical or percentage basis (or a combination of such bases), the concentration of pupils in need is as high or higher than the districtwide average. If a combination of the numerical and percentage bases is used, the number of schools considered eligible for assistance under this section may exceed the number of such schools that could be so designated if only one such method had been used.
- b. At least 25% of the students are limited- or non-English speaking.
- c. At least 25% of the students are from low-income families.
- d. At least 50% of the students are educationally disadvantaged. (CCR, T5, §4410)

Column J: EIA-SCE Funded

Identify the school(s) that will receive EIA/SCE funds in Column J. Each school to be funded must be eligible to be served under either the Title I, Part A ranking method or under the EIA-SCE ranking method described for Column I.

Resource Materials

Before beginning to rank schools, you might wish to review the following materials:

- *Handbook for Selecting and Serving Compensatory Education Schools (IASA, Title I, Part A and EIA-SCE)* The handbook contains summaries, descriptions, and examples of the rules and options available to school districts to determine school eligibility and allocate funds for compensatory education (both Title I, part A and EIA-SCE)
- NCLB Title I, Part A, Section 1113
- *California Code of Regulations, Title 5*, chapters 4, 5, 6, and 7.

Page 7: 2002-2003 Rural Education Achievement Program (REAP) – Alternative Uses of Funds Authority

Page 7 is to report the agency's use of flexibility provisions by combining certain Federal formula grant funds in order to address more effectively the academic needs of students.

This portion of the Rural Initiative applies only to those eligible Districts in California that are federally designated as rural districts meeting the eligibility requirement of Average Daily Attendance (ADA) of less than 600 students, and serve only schools that have an NCES school locale code of 7 or 8.

Line 1- Title II, Part A: Enter the amount of funds available to the LEA for the 2002-2003 Title II Part A (Teacher and Principal Training and Recruiting). At minimum, this amount should include the 2002-2003 entitlement and the carryover. This figure can be found in last year's 2002-2003 Consolidated Application.

In the second box, enter the amount of Title II, Part A funds that were used for the purposes of Title I, Part A.

The third box does not apply.

In the fourth box, enter the amount of Title II, Part A funds that were used for the purposes of Title II, Part D (Enhancing Education through Technology).

In the fifth box, enter the amount of Title II, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title II, Part A funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title II, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title II, Part A funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title II, Part A and were intended to be used for the purposes of Title II, Part A.

Line 2 – Title II, Part D: Enter the amount of funds available to the LEA for the 2002-2003 Title II Part D (Enhancing Education through Technology). At minimum, this amount should include the 2002-2003 entitlement and the carryover. This figure can be found in last year's 2002-2003 Consolidated Application.

In the second box, enter the amount of Title I, Part A funds that were used for the purposes of Title I, Part A.

In the third box enter the amount of Title II, Part D funds that were used for the purposes of Title II, Part A.

The fourth box does not apply.

In the fifth box, enter the amount of Title II, Part D funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title II, Part D funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title II, Part D funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title II, Part D funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title II, Part D and were intended to be used for the purposes of Title II, Part D.

Line 3 - Title IV, Part A: Enter the amount of funds available to the LEA for the 2002-2003 Title IV, Part A (Safe and Drug-Free Schools and Communities). At a minimum, this amount should include the 2002-2003 entitlement and the carryover. This figure can be found in last year's 2002-2003 ConApp, Part II, Page 12.

In the second box, enter the amount of Title IV, Part A funds that were used for the purposes of Title I, Part A.

In the third box, enter the amount of Title IV, Part A funds that were used for the purposes of Title II, Part A.

In the fourth box enter the amount of Title IV, Part A funds that were used for the purposes of Title II, Part D.

In the fifth box, enter the amount of Title IV, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

The sixth box does not apply.

In the seventh box, enter the amount of Title IV, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title IV, Part A funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title IV, Part A and were intended to be used for the purposes of Title IV, Part A.

Line 4 – Title V, Part A: Enter the amount of funds available to the LEA for the 2002-2003 Title V Innovative Education Program Strategies. At a minimum, this amount should include the 2002-2003 entitlement and the carryover. This figure can be found in last year's 2002-2003 ConApp, Part II, Page 12.

In the second box, enter the amount of Title V, Part A funds that were used for the purposes of Title I, Part A.

In the third box, enter the amount of Title V, Part A funds that were used for the purposes of Title II, Part A.

In the fourth box enter the amount of Title V, Part A funds that were used for the purposes of Title II, Part D.

In the fifth box, enter the amount of Title V, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title V, Part A funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title V, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

The eighth box does not apply.

In the ninth box, enter the amount of funds that remained in Title V, Part A and were intended to be used for the purposes of Title V, Part A.

Page 8: 2002 - 2003 Title V-Innovative Education Program Strategies Data by Program Area

Page 8: This page is used to report the amounts of the 2002 - 2003 allocation expended in each of the innovative assistance program areas authorized under Title V, the number of participants in those programs, and the number of staff involved for the 2002 – 2003 school year. Data from this page will be aggregated and submitted to the U.S. Department of Education. (Carryover funds from 2001 - 2002 should not be included in the amounts reported on this page.) If an LEA did not receive 2002 - 2003 Title V-Innovative funds, check “The page is not applicable” box. The LEA is not required to complete the page.

Section A -- Program Area

- Column 1** Program Area Code: Enter one two-digit code (from the table at the end of these instructions) per line of the corresponding innovative program areas authorized under Title V that the district funded in 2002 - 2003.
- Column 2** District or School Site Administered: Enter a "D" for programs administered by the district or an "S" for those programs collectively administered at the school or site level.

Section B -- Funds Budgeted by Program Area

- Column 3** Staff Costs: Enter the amount the LEA expended for employee costs, including but not limited to certificated and classified salaries and benefits.
- Column 4** Funds expended for Public Schools: Enter the total 2002 - 2003 Title V funds from this program area that were expended for public school students and that were not staff expenditures. Do not include the funds expended for staff in column 3.
- Column 5** Funds expended for Private Schools: Enter the total 2002 -2003 Title V funds from this program area that were expended for Private school students. Do not include the funds expended for staff in column 3.
- Column 6** Total Funds expended for Title V: Enter the total 2002 - 2003 Title V funds from this program area that were expended for the LEA (column 3 plus column 4 plus column 5).

NOTE: Indirect costs and other administrative expenses should be shown under program area 91. Program area 92 and 93 are used to show other authorized transfers in and out of Title V.

Section C -- Student Participants by Program Area (Duplicated Count)

- Column 7** Public Elementary: Enter, by program area, total number of public elementary school students who received Title V services in this program area.
- Column 8** Public Secondary: Enter, by program area, the total number of public secondary school students who received Title V services in this program area.

Column 9 Private Elementary: Enter, by program area, the total number of private elementary school students who received Title V services in this program area.

Column 10 Private Secondary: Enter, by program area, the total number of private secondary school students who received Title V services in this program area.

Section D -- Staff Participants in Professional Development

Program Area: Enter the code from the table at the end of these instructions.

Public Elementary: Enter the number of staff at the public elementary schools who participated in Title V-funded professional development activities.

Public Secondary: Enter the number of staff at the public secondary schools who participated in Title V-funded professional development activities.

Private Elementary: Enter the number of staff at the private elementary schools who participated in Title V-funded professional development activities.

Private Secondary: Enter the number of staff at the private secondary school who participated in Title V-funded professional development activities.

Section E -- Job Classifications by FTE

Column 1 Administrators: Enter the number of FTE positions for administrators who were funded from Title V.

Column 2 Teachers: Enter the number of FTE positions for teachers who were funded from Title V.

Column 3 Teacher Aides: Enter the number of FTE positions for teacher aides who were funded with Title V funds.

Column 4 Non-clerical Staff Providing Support Services: Enter the number of FTE positions for non-clerical staff who provided support services that were funded from Title V.

Column 5 Clerical Staff: Enter the number of FTE positions for clerical staff who were funded from Title V.

Column 6 Other: Enter the number of other FTE personnel positions who do not fall under any of the previous categories and who were funded from Title V.

ALLOWABLE TITLE V INNOVATIVE ASSISTANCE PROGRAM AREAS

Teacher Quality/Professional Development

- 11 Highly Qualified Teachers
- 12 Technology staff development

Technology & Educational Materials

- 21 Library services
- 22 Library materials
- 23 Assessment materials
- 24 Reference materials
- 25 Computer software and hardware
- 26 Other tied to high academic standards

Reform Projects

- 31 Educational reform projects
- 32 School improvement activities
- 33 Smaller learning communities
- 34 Best practice models
- 35 Supplemental educational services

Students with special needs

- 41 Academic achievement programs
- 42 Gifted and talented
- 43 Dropout prevention
- 44 Extended day or school year program

Parental Options

- 61 Charter Schools
- 62 Public school choice
- 63 School safety program
- 64 Same gender school/class

Community/Health services

- 71 Community service program
- 72 Service learning
- 73 School nurse support
- 74 School based mental health services
- 75 Cardiopulmonary resuscitation (CPR)
- 76 Parental involvement

Administrative Expenses

- 91 Indirect & administrative expenses
- 92 Transfer funds into other IASA programs
- 93 Transfer funds from other IASA programs

Page 9: 2002-2003 Gun-Free Schools Act Report

Page 9 is for the school district and county office of education to report for the 2002-2003 school year, under provisions of the Federal Gun-Free School Act (GFSA) of 1994 and California Education Code, expulsion information on students who were found to have brought a firearm to school, or who have possessed a firearm at school. ***It is imperative that the expulsion data be reported accurately and consistently.*** The information will be compiled by the California Department of Education and included into an annual report that is required to be sent to the U.S. Department of Education concerning implementation of the Act's requirements (Part A, Subpart 3 of the Title IV of the No Child Left Behind Act of 2001; Reauthorization of the Elementary and Secondary Education Act).

Background: The GFSA and the *California Education Code* section 48916 require LEAs to expel a student from school for a period of not less than one calendar year who is determined to have brought a weapon (firearm) to school, or to have possessed a firearm at school, and allow each LEA's chief administering officer to modify the one-year expulsion requirement on a case-by-case basis. ***The "chief administering officer" of each LEA is not defined by GFSA and may mean either the superintendent or the school board. In California, the chief administering officer of the LEA is the superintendent, acting under the direction of the governing board, so the superintendent is responsible for carrying-out the decision to modify expulsion terms (shorten length, suspend enforcement, or not expel).*** The GFSA also states that nothing in the Act shall be construed to prevent a State from allowing a local education agency that has expelled a student from such student's regular school setting from providing educational services to that student in an alternative setting. *California Education Code* section 48916.1 requires districts to "ensure" that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion." Provisions of the GFSA do not apply to a firearm that is lawfully stored inside a locked vehicle on school property or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safe guards to ensure student safety.

Consistent with provisions of the GFSA and *California Education Code* (including sections 48915, 48916, 48916.1, and 48902), the California Department of Education (CDE) has established legal assurances (#14, #15, and #16) in the Consolidated Application, Part I that require the local education agency to certify its adherence to the following:

- ◆ The LEA's board of trustees has a policy in compliance with state law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a firearm to school, or to have possessed a firearm at school;
- ◆ The LEA will submit on a format designated by the state education agency the information that the state requires to complete federal reporting requirements on the number of students annually expelled from school for possession of firearms; and
- ◆ The LEA has adopted a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Note: In order for the LEA to be eligible to receive any ESEA funds, it must adhere to these legal assurances.

CDE is required to report to the U.S. Department of Education (USDE) about the LEA's compliance with requirements in the GFSA. The information requested by the USDE includes the names and addresses of

each LEA that has not provided legal assurances, as described above, and responses on firearms expulsions that are required in Items A. through H. on the GFSA Report.

General Directions:

1. The time period covered by this report is the 2002-2003 school year. Only include students who have been officially expelled for bringing a firearm to school, or for possessing a firearm at school, by vote of the school board, during the 2002-2003 school year.
2. The entire report form must be completed as applicable. If no firearm related expulsions have occurred, complete only the top portion of the reporting form through **Item A**. Continue completing the report if there are expulsions to report for students who were found to have brought a firearm to school or to have possessed a firearm at school. For each expulsion to be reported, complete **Items B. through H**. Enter the contact information on Page 10.
 - ◆ CDE advises the LEA to retain a copy of the completed form for reference if there are any follow-up inquiries regarding any of the responses. ***Title 34, Code of Federal Regulations, Section 80.42, requires supporting documents, statistical records, and other records which are reasonably considered as pertinent to program regulations to be maintained for three years.***
 - ◆ Any questions that may arise about completing any part of the form, can be directed to the Safe and Healthy Kids Program Office, California Department of Education at (916) 323-1025.
3. ***Item E requires that a box be checked for the type of firearm for which the student has been expelled. If the box for "Other" type of firearm has been checked, please specify the type of firearm. Please note, however, bb guns, pellet guns, stun guns, imitation/simulated guns, cap guns, paint ball guns, antique or replicas of antique firearms, gun clips, ammunition, and Class-C common fireworks are not considered to be "Other" firearms under GFSA requirement (Source: Federal Bureau of Alcohol, Tobacco, and Firearms). Therefore, do not include expulsions for them on the GFSA Reporting Form.***

Definitions: (Applicable to Item E)

Other Firearms: Firearms other than handguns, rifles or shotguns. According to United States Code, Title 18, Section 921, the following are included with the definition:

- ◆ Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- ◆ Any frame or receiver of any weapon described above
- ◆ Any firearm muffler or firearm silencer
- ◆ Any destructive device, which includes
 - (a) any explosive, incendiary, or poison gas
 - (1) bomb
 - (2) grenade
 - (3) rocket having a propellant charge of more than four ounces
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce
 - (5) mine
 - (6) similar device

- (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- (c) any combination or parts either designed to or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Please note: California Education Code Section 48915(c)(5) requires the principal or superintendent to recommend expulsions for students who possess explosives at school or at a school activity off school grounds. GFSA provisions require a one-year expulsion for students who bring destructive devices to school, including explosives, as included in the firearm definition in the United States Code, Title 18, Section 921(a)(4).

4. Students with Disabilities as defined in Section 602 (a)(1) of the Individuals with Disabilities Education Act (IDEA):

The GFSA explicitly states that the act must be construed in a manner consistent with the IDEA. Compliance with the GFSA can be achieved as long as discipline of such students is determined on a case-by-case basis; GFSA permits a school district to modify the expulsion requirement on a case-by-case basis. If a student with a disability brings a firearm to school, he or she may be removed from school for 10 school days or less, and in accordance with State law, and placed in an interim alternative educational setting that is determined by the student's individualized education program team, for up to 45 calendar days.

If the student's parents initiate due process proceedings under the IDEA, the student must remain in that interim alternative educational setting during authorized review proceedings, unless the parents and school district can agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons, knowledgeable about the student, on whether the bringing of a firearm to school manifested from the student's disability.

A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school was **not** a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA, students with disabilities who are expelled in accordance with the conditions must continue to receive educational services during the expulsion period. Under section 602(a)(1) of the IDEA, the term "children with disabilities" is defined as: children --

- (i) **with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and**
- (ii) **who, by reason thereof, need special education and related services.**

Page 10: 2002-2003 Agency Reporting Form for ESEA Title I, Part A and Part D, Neglected or Delinquent Program

Page 10 - Public Law 103-382 [Section 1501(b)] requires the State Educational Agency (SEA) to collect data on Neglected or Delinquent (N or D) students and youth served by compensatory education programs and to submit that information annually to the Secretary of Education. The Local Educational Agency (LEA) has the responsibility for reporting all information by the due date to the SEA.

It is the responsibility of the (LEA) to collect and aggregate data from all sites providing services to neglected or delinquent students.

Section A Number of Sites

Enter the total number of sites serving neglected youth and the total number serving delinquent youth. Where both neglected and delinquent students are served at the same site, count this site as either an N site or a D site based on how the site is funded.

Section B Enrollment

Enter the unduplicated count by grade level for all students who received Title I, Part A (Neglected) and Part D (Delinquent) services during 2001-2002.

Section C Gender

Enter the number of students who received Title I, Part A (Neglected) or Part D (Delinquent) services during 2002-2003 by their gender.

Section D Special Services

Enter the number of students receiving special services, only if this data is collected by the LEA or accessible from other sources.

Section E Racial/Ethnic

Enter the number of students who received Title I, Part A (Neglected) or Part D (Delinquent) services during 2002-2003 by their racial/ethnic group.

Section F Type of Service

Enter the number of students who received Instructional Services and Support Services by category in Title I, Part A (Neglected) or Part D (Delinquent) services during 2002-2003.

Section G ESEA Title I Contact

Enter the contact information on Page 10 for the LEA staff person who provided the Neglected or Delinquent Program data for this document.

Pages 11 and 12: 2002-2003 School Reporting Form for ESEA, Title I, Part A, and EIA-Compensatory Education

Pages 11 and 12 - In response to Public Law 103-382 [Section 1501], the California Department of Education has developed this form to collect data on students served by compensatory education programs and to submit that information annually to the U.S. Secretary of Education.

In order to provide the most accurate total of students served, information collected is for the numbers of students served in each of the identified categories during the 2002-2003 program year.

This form is to be completed for **each public and private school** that received ESEA, Title I, Part A and/or EIA-State Compensatory Education (SCE) funding during the 2002-2003 school year. Information must be reported for those students who received ESEA, Title I, Part A and/or SCE services during 2002-2003. The local educational agency has the responsibility for reporting all information for all schools by the due date.

A. 2002-2003 Title I School Type:

Check the appropriate box indicating whether the school was a Schoolwide Program School or Targeted Assistance School.

Schoolwide Program (SWP) School

As provided under § 1114 of the ESEA, a school that operates a program to upgrade the entire instructional program for all children is an Schoolwide Program (SWP) School.

Targeted Assistance School (TAS)

A Targeted Assistance School is a school that provides Title I services, as provided under ESEA, § 1115, only to those determined to be at greatest risk of failing or having failed to meet state standards.

B. 2002-2003 Title I Allocation:

Enter the amount of Title I funds allocated to each school during 2002-2003.

C. Program Participants By Gender:

Enter the unduplicated count of program participants by gender for all students who received ESEA, Title I, Part A/SCE services during 2002-2003. (If reporting for a schoolwide program, include all students enrolled the school.)

D. Program Participants By Grade:

Enter the unduplicated count of **Total Program Participants** by grade for all students who received ESEA, Title I, Part A/SCE services during 2002-2003. (If reporting for a schoolwide program, include all students enrolled in the school.)

Enter the total number of English Learners (**EL Participants**) who received ESEA, Title I, Part A/SCE services during 2002-2003. (This would be a subset of the **Total Participants**.)

E. Migrant Participants:

Enter the total number of migrant students with certificates of eligibility who received ESEA, Title I, Part A/SCE services during 2002-2003.

F. Students with Disabilities:

Enter the total number of disabled students with Individual Education Plans (IEPs) who received ESEA, Title I, Part A/SCE services during 2002-2003.

G. Homeless Participants:

Enter the total number of homeless students who received ESEA, Title I, Part A/SCE services during 2002-2003. Homeless students are defined as individuals who lack a fixed, regular, and adequate nighttime residence.

H. Racial/Ethnic Group:

Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A/SCE services during 2002-2003. (If reporting for a schoolwide program, include all students enrolled in the school.)

I. Type of Service:

For a TAS and Non-Public School only (No response required for SWP schools.)

Enter by instructional and support service areas the number of students who participated in ESEA, Title I, Part A/SCE services by the end of 2002-2003. Students may be reported in more than one category.

Supporting Guidance / Advocacy (“Supporting Guidance” is to include Social Work)

Social Work is defined as the coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant children and families receive the full range of services available to them. Activities include but are not limited to:

- school-home linkage
- regular education program linkage
- social service linkage
- interstate linkages

J. School-Level Staff:

For a TAS School only, enter the FTE of school-level staff who were paid with ESEA, Title I, Part A/SCE funds during 2002-2003. (Note: No response required for SWP schools.)

Carry the figures to two decimal places (For example, enter .25 for quarter-time personnel).

Support Services

Those staff not already specified and counted in other staff categories who were involved in providing the services listed in the support services section of the performance report, such as bus drivers providing pupil transportation, nutritionists and cafeteria workers providing nutrition services, a nurse providing health services, or a counselor providing guidance counseling.

K. Year of Program Improvement (PI) in 2002-2003:

If a school was in PI in 2002-2003, this box will automatically be filled with the NCLB year the school is in, e.g. “Year 1”, “Year 2”, or “Year 3”. The No Child Left Behind (NCLB) Act of 2001 enables parents to select choice/transfer options and a supplemental educational services for their child if the child is enrolled in a PI school.

1. For all PI schools, enter the number of students provided school choice who transferred to another public school that is not PI, with paid transportation:

2. For PI schools in Year 2 and above (as identified above in *K. Year of Program Improvement (PI) in 2002-2003*), enter the number of students receiving supplemental educational services:

Supplemental educational services are tutoring or other supplemental academic enrichment activities beyond the regular school day. Services are to be high quality, research-based, and designed to improve the students' academic achievement. Students are eligible for services if they are from a low-income family, and are enrolled in a Title I PI school in year 2 or above under NCLB. Priority of service is for the lowest achieving students.

3. Identify by checking the measures that were taken to address achievement problems in the school. Check all that apply.
- **English Language Arts/Reading Strategies:** Using strategies based on scientifically based research that strengthen the core English Language Arts/Reading program that caused the school to be identified as PI.
 - **Math Strategies:** Using strategies based on scientifically based research that strengthen the core Math program that caused the school to be identified as PI.
 - **School Reform Model:** Implementing a comprehensive school reform model to improve achievement.
 - **Professional Development:** Providing high quality professional development to teachers, principal and other school staff that directly addresses the academic achievement problem that caused the school to be identified as PI.
 - **Parental Involvement:** Using proven strategies to promote effective parental involvement in the school.
 - **Student Academic Support -- Reading/Language Arts:** Providing, as appropriate, academic support to students in English Language Arts/Reading during the school day, before school, after school, during the summer, and during an extended school year to improve academic achievement.
 - **Student Academic Support -- Math:** Providing, as appropriate, academic support to students in Math during the school day, before school, after school, during the summer, and during an extended school year to improve academic achievement.
 - **Teacher Mentoring or Coaching:** Implementing a teacher mentoring or coaching program to improve academic achievement.
 - **Analysis of Student Achievement Data:** Utilizing analysis of student achievement data to identify, address and implement solutions to the problems that caused the school to be identified as PI.
 - **Analyzed And Revised The School Budget:** Analyzed and revised the school's budget so that the school's resources are more effectively allocated to activities that will increase student achievement.

- **Other.**

Questions regarding specific data items on this form may be directed to the Evaluation Unit of the California Department of Education at (916) 319-0418.

Page 13: 2002 – 2003 “Persistently Dangerous” School Reporting Form Instructions

Page 13 is for the school district, charter school, and county office of education to report student expulsion information on violent criminal offenses for each school that covers the reporting period: 2000-2001, 2001-2002, and 2002-2003 fiscal years in accordance with California State Board policy for designating “persistently dangerous” schools. All school districts and charter schools are required to complete the reporting form. This requirement for completing the reporting form also applies to county offices for the schools that they operate in which students are subject to expulsion proceedings. The completion of a single reporting form is required for each school. ***It is imperative that the expulsion data for each school be reported accurately and consistently. Failure to complete the form as required may result in the withholding of No Child Left Behind (NCLB) funding for the LEA and California.***

The California Department of Education (CDE) will use the information reported on this form to, in consultation with the State Board, officially designate persistently dangerous schools on July 1, 2003 to comply with requirements of the NCLB. The CDE is required to annually report the number of persistently dangerous schools to the U.S. Department of Education.

Background: Under provisions of the Unsafe School Choice Policy, Title IX, Part E, Subpart 2, Section 9532, each State must establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

Under California’s policy adopted by the State Board in May 2002, a public elementary or secondary school will be designated persistently dangerous if for three consecutive fiscal years the number of expulsions for criminal violent offenses, as specified in the policy, for students enrolled in the school exceeds one of the following rates: (a) for a school of fewer than 300 enrolled students, three expulsions and (b) for a larger school, one expulsion for every 100 enrolled students or fraction thereof.

Each State as a condition of receiving NCLB funding must designate persistently dangerous schools by July 1, 2003 and each July 1 thereafter. Students attending persistently dangerous school must be allowed to transfer to a safe school by the beginning of the 2003-2004 school year and by the beginning of each school year thereafter.

General Directions for Completing the 2002-2003 “Persistently Dangerous” School Reporting Form:

- **Reportable Expulsions**—All expulsions that are ordered by the governing board for students enrolled in the school must be reported for the respective offenses (*California Education Code Section* violations listed) during the appropriate fiscal year. The ordered expulsions must be reported regardless of whether they were suspended, modified, or stipulated. [Note: If a student is expelled for more than one of the offenses listed in this section, report the expulsion for the most serious violation only. For assistance in determining the order of seriousness for the nine offenses listed, a suggested hierarchy of offenses can be used as a guide based on the Uniform Crime Code, Federal Bureau of Investigation. Related offenses included in the hierarchy in order of seriousness are as follows, beginning with the most serious offense: forcible rape, robbery/extortion, assault with a deadly weapon, battery, possession of a weapon, sexual offenses (other than forcible rape), sale or furnishing of drugs, and destructive/explosive devices. Hate crimes are not separate, distinct crimes, but rather the motivation behind a crime. For that reason, they are not separately listed on the hierarchy. The

hierarchy is a guide only. If further assistance is needed, local law enforcement agencies should be consulted.]

- **Entering Expulsions**—Starting with the 2001-2002 fiscal year, indicate whether there are any reportable expulsions for the listed violent criminal offenses by checking either “Yes” or “No” in the applicable box. The appropriate box must be checked. If there are not any expulsions for any of the listed offenses for the 2001-2002 fiscal year, the “No” box must be checked. If there are no expulsions to report for the 2001-2002 fiscal year, the school will not be identified as “at-risk” for being designated persistently dangerous for that fiscal year. If that is the case, it will not be necessary to enter expulsion data on the reporting form for the 2000-2001 fiscal year. If however, there are expulsions to report for any of the listed offenses for the 2001-2002 fiscal year, the “Yes” box must be checked and the number of expulsions must be entered for the respective offense. If the school is determined to be “at-risk” of being designated “persistently dangerous” for the 2001-2002 fiscal year based on the expulsion data entered on the reporting form, then it will be necessary to enter expulsion information for the school for the 2000-2001 fiscal year—i.e., appropriate box checked and expulsion data entered accordingly. Expulsion information must be entered for the 2002-2003 fiscal year—i.e., appropriate box checked and expulsion data entered accordingly.
- **Total Expulsions**—The total number of expulsions for each fiscal year will be automatically computed based on the number of expulsions entered for each of the listed offenses.
- **CBEDS Total Enrollment**—**The total certified student enrollment for the school is generally supplied on the reporting form for each fiscal year based on information in the California Educational Data System (CBEDS). Exceptions may include cases where the school did not operate during the respective fiscal year or where the school operated, but it did not have any K-12 enrollment at the time enrollment data was required to be reported to the CBEDS. Note: If CBEDS enrollment was not supplied for a school that operated, had enrollment and reportable expulsions during fiscal year 2000-2001, 2001-2002, or 2002-2003, then the LEA using its own enrollment records must enter accurate Total Enrollment for the respective fiscal year.**
For reference purposes the CBEDS can be accessed at the following CDE Web site:
<<http://data1.cde.ca.gov/dataquest>> . Click on “Try QuickQuest!”
- **Is the school “at-risk” of being designated “persistently dangerous”?**
A school is “at-risk” of being designated “persistently dangerous” when the Total Expulsions in a given year for the pertinent *California Education Code* violations meet two criteria: 1) there must be more than one expulsion per 100 students or fraction thereof; and 2) there must be more than three expulsions.
Calculations
A determination on whether a school is “at-risk” of being designated persistently dangerous will be based on the number of **Total Expulsions** for the school and the supplied **CBEDS Total Enrollment** for the fiscal year as illustrated below:

School’s total CBEDS student enrollment is 299 or less
If the school’s total CBEDS student enrollment is 299 or less and the total number of expulsions reported is “4” or more, then the school will be “at-risk” of being designated “persistently dangerous”

for the fiscal year and “Yes” will be automatically indicated on the reporting form. If the school’s total number of expulsions reported is “3” or less, then the school will not be “at-risk” of being designated “persistently dangerous” for the fiscal year and “No” will be automatically indicated on the reporting form.

School’s total CBEDS student enrollment is 300 or greater

If the school has 300 or more students enrolled for the fiscal year, the expulsion rate threshold will be computed by dividing the total CBEDS enrollment for the school for the fiscal year by 100. If there is a fraction or decimal in the answer, it will be *rounded up* to the next whole number. For example, the expulsion rate for a school that has 2,610 students enrolled for the fiscal year would be 2,610 divided by 100 equals 26.1, which then would be rounded up to 27. Thus, 27 would be the expulsion rate for the school for that fiscal year. If the school’s actual total number of expulsions for that fiscal year is 28 or more, then the school is “at-risk” for being identified as “persistently dangerous” for the 2001-2002 fiscal year and “YES” will be automatically indicated on the reporting form.

Page 14: 2002 – 2003 Instructional Time and Staff Development Reform

Page 14 - Only LEAs that certified to the CDE that they had developed and were operating a Peer Assistance and Review (PAR) Program by July 1, 2001, may apply for Instructional Time and Staff Development Reform funds. The only exception to that deadline is newly established direct-funded charter schools since they receive PAR funds, automatically, as part of their block grant.

Eligible classroom teachers are those who are employed by the LEA in positions requiring certifications and whose duties require them to provide direct instruction to pupils in LEA classrooms.

Participants will only be reimbursed in full day increments; a full day is defined as the number of hours that constitute a full-time instructional workday.

No individual should be included on more than one line; in other words, the participants included in number of teachers who completed training for one day must be only those who completed only one day. If a teacher completed two days, they should included in the count of teachers who completed training for two days. If a teacher completed one and a half days, they must be included only in the 1-day count.